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ABSTRACT

Presented is a language development program consisting of 30 mini-units to be used as the first formal daily activity with 5-year-old, educable, developmentally handicapped or environmentally disadvantaged children. It is explained that the required technique includes teacher questioning of one child, an elicited complete sentence response from the child, and repetition of the elicited correct response by the entire group. Emphasized in the curriculum are perceptual training, use of complete sentences, and subject matter that is familiar to the child. Offered are mini-units that feature the following topics (number of mini-units per topic is in parentheses): The Family (10), The Farm (4), Animals (5), The Birthday Party (1), Foods (6), and Weather (4). As an example, a mini-unit provided for the farm sequence contains the objectives of developing meaning of 19 words such as milk and kitty, visual closure, and auditory discrimination; and activities such as reading and discussing a storybook about a farm, taking a trip to a farm, and completing farm figures (on a sheet of paper). Directions and materials are provided for making a weather calendar. Listed are activities to reinforce language skills in areas delineated by the Illinois Test of Psycholinguistic Abilities. The method of evaluation is based on performance of the objectives (an evaluation form is included). (MC)

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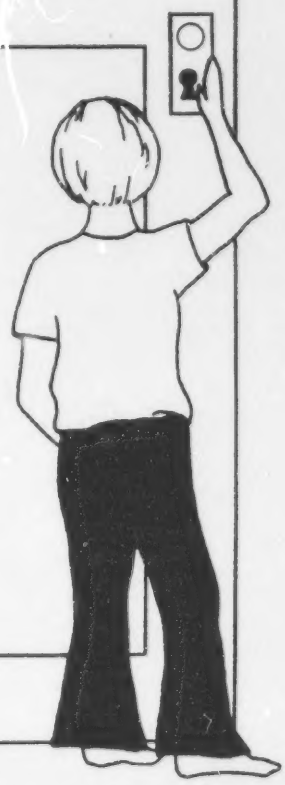

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A LANGUAGE DEVELOPMENT PROGRAM

FOR PRESCHOOL CHILDREN WITH DEVELOPMENTAL PROBLEMS

Ernestine W. Rainey
Mississippi State University

Preschool and Early Education Project
for Children with Developmental Problems

Funded by

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Copyright Information

The original edition of this manuscript is entitled The Development and Evaluation of a Language Development Program for Culturally Deprived Preschool Children and was copyrighted by Ernestine Wells Rainey, August, 1968, as a doctoral dissertation from the University of Mississippi.

This original edition was revised during the 1971 operational year of the Mississippi State University Preschool and Early Education Project and was compiled into its present form July and August, 1972, for use in replication of the Mississippi State University Project. Federal funds allocated to the Project were used to compile the present manuscript.

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Acknowledgment is given to Pamela Reeves (1970-71) and Gwin Stallworth (1971-72), who, as Project teachers of five year old children with developmental problems, used this language program and its accompanying teaching techniques to affect significant changes in a positive direction in the language skills of the children.

Acknowledgment is given Avis Stewart, Project Aide in the five year old class (1970-71) (1971-72), for her capable assistance in teaching this program.

Ernestine W. Rainey, Director
Mississippi State University
Preschool and Early Education Project

Preface

The Mississippi State University Preschool and Early Education Project uses Language Development Level I with five year old educable developmentally handicapped children, many of whom are from environmentally deprived homes. The program presented in this manuscript is used with the entire group as the first formal activity early in the school day.

Detailed directions for teaching appear in a subsequent section. In brief, the technique includes teacher questioning of a particular child, an elicited complete sentence response from the child, and then repetition of the elicited response by the entire group. An elicited response is defined as a voluntary correct response by the child, or if the child is unable to give a correct response, an appropriate response modeled by the teacher and repeated by the child. The program provides verbal interaction between teacher and child with the teacher giving immediate feedback to the individual child as necessary; then, when the teacher says, "Good! Let's all say that!", the entire group interacts in unison. Everybody is involved! Everybody is talking! Everybody is participating! Everybody is happy because everybody is experiencing success by being able to do what the teacher requests. AND if everybody engages in this activity every day, every five year old in the group will learn to speak in complete sentences. This technique is also adapted for use with selected commercial materials used each day. Language development is the nucleus of the entire curriculum with emphasis on perceptual training.

All during the day, the teacher reminds the child "to tell us in a complete sentence" when he uses one word or fragmentary sentences in his speaking.

Language Development Level I includes units based on subjects psychologically near to the child. The teacher can pace the material to her group of children; some units require several days to complete, others a much shorter period of time. Materials needed consist of pictures, concrete objects, filmstrips, books, and art supplies. The teacher can adapt the materials available to teaching the units. It is suggested that the first unit on weather be used to introduce the language program and that the weather calendar be incorporated in the daily program. Directions for making and using the calendar are included. All the units on weather should be reviewed and used according to the appropriate season of the year.

Objectives are stated in terms of psycholinguistic areas as delineated by the Illinois Test of Psycholinguistic Abilities and in terms of specific concepts to be learned. Developmental activities to help the child attain each objective are presented. A form is provided for recording teacher observation and subsequent evaluation of the child's language behavior. Children can be given individual assistance on the basis of the evaluation.

A list of suggested activities for development of specific psycholinguistic abilities appears in this publication. These activities complement the Mississippi State University Preschool and Early Education Project language development program, are included in the daily schedule for all of the children, and are used intensively with children that

need remediation in particular areas as designated by the Illinois Test of Psycholinguistic Abilities subtest scores.

This program is not only motivating to children with developmental problems, but holds the interest of and provides direct instruction for the child of average functioning level, also. This was evidenced when two preschool children of above average intelligence from upper middle class homes were placed with a Mississippi State University University Preschool and Early Education Project group of developmentally handicapped children this past year (1971-72).

This program was originally written in an effort to find some way to bridge the gap between the language of the home and school for environmentally deprived children and was revised for use in the Mississippi State Univeristy Preschool and Early Education Project. May all children who come in contact with the program improve their language skills and have FUN in the process!

Ernestine W. Rainey, Director
Mississippi State University
Preschool and Early Education Project

A LANGUAGE DEVELOPMENT PROGRAM

FOR PRESCHOOL CHILDREN WITH DEVELOPMENTAL PROBLEMS

This language development program consists of structured lessons placed in settings psychologically near to the children. Activities designed to develop meaningful use of language are used to carry out the objectives listed below.

OBJECTIVES

The objectives of this language program are for the child:

1. To develop understanding of words listed in mini-units and words used in discussions.

2. To develop understanding of service words used in making sentences in structured situations.

3. To develop ability to repeat short sentences after teacher.

4. To develop ability to make short sentences under guidance of teacher.

5. To develop ability to ennunciate words properly.

6. To develop visual discrimination through identifying objects, understanding similarities in objects and understanding differences in objects.

7. To develop auditory discrimination through participating in experiences in recognizing whether words stated by the teacher are the same word or different words.

8. To develop kinesthetic discrimination.

9. To develop association skills through classifying, relating, and/or organizing, visual and/or auditory stimuli in a meaningful way.

10. To develop ability to integrate parts into wholes through grammatic and visual closure.

11. To develop manual expression skills.

12. To develop ability to participate in meaningful conversation in unstructured situations.

13. To develop ability in focusing on more than one variable.

14. To develop specific understandings related to the context in which a particular lesson is placed.

DIRECTIONS FOR TEACHING

In developing spoken language, verbal bombardment by the teacher is used to stimulate the child to talk. The teacher can utilize the following instructions:

1. Underlined statements and questions are to be used to activate oral expression.

2. Elicit from the subject a simple sentence response to each underlined question. If the subject fails to answer the underlined question with a complete sentence, tell the answer in a short complete sentence and ask the subject to repeat the sentence.

3. Say to the entire group of subjects, "Now, let's all

say the sentence." Lead the group in repeating the response given by the single subject.

4. Interest centers should be used to encourage the children to talk among themselves and to the teacher in unstructured situations.

THE FAMILY - MINI-UNIT I

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the understanding that each child is a member of a family.

B. To develop the understanding that families differ in size.

C. To learn the meaning of the following words:

big	little
different	same
sister	brother
mother; mama	father; daddy
man	woman; lady
baby	
family	

D. To develop auditory discrimination.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.A., B., C.: word meaning and understandings related to family.

1. Talk about meaning of word <u>family</u>. Show pictures of different size families and talk about the pictures to develop meaning of big and little (big brother, little brother, big sister, little sister, size of baby, size of mother and father).

2. Discuss the fact that families are <u>different</u>. They are not the <u>same</u>.

3. Show pictures of: father, mother, a boy.

father, mother, a girl.

father, mother, a baby.

father, mother, two or three children.

mother and children.

father and children.

4. Point out that some families have a mother and children; some families have a father and children.

5. Using pictures, ask children the names of family members: father, mother, boy, girl, baby.

6. Point out that we have brothers and sisters in families. Sister is a girl; brother is a boy.

7. Ask the following questions about the family:

   Do you have a sister? What is her name?

   Do you have a brother? What is his name?

   What is your mother's name? What is your father's name?

   Who has a big sister? What is her name?

   Who has a little sister? What is her name?

   Who has a baby at home? Is the baby a boy or a girl?

8. Work all during units on "The Family" to help child learn his mother and father's name.

9. Show pictures of big families and little families.

   Which family is big? Which family is little?

10. Ask the following question:

    Will all of the girls in the room please stand up? Let them sit down.

    Second, ask the following question:

    Will all of the boys in the room please stand up? Let them sit down.

    Next, call on different children and ask:

    Are you a boy or a girl?

    Is sister a boy or a girl?

    Is brother a boy or a girl?

11. Put pictures around room on table or chalk tray. Call on different children to find these things:

Find little sister.

Find big brother.

Find baby.

Find father.

Find mother.

12. When a girl is grown-up, she is called a woman or a lady.

What is your mother?

What is your daddy? or father? (Explain that when boys get big, they are men. Father is a man.)

Are father and daddy the same?

Are mother and mamma the same?

B. Activities for Objective I.--D.: auditory discrimination.

1. Say:

I am going to say some words. You say them after me.

Mother, mother.

Mother, brother.

Boy, toy.

Book, baby.

Ball, baby.

2. Now you listen and tell me if the words I say are the same or different. (Teacher may need to use the terms "same" and "not the same" and gradually develop the concept of the word "different.")

Mother, mother. Are they the same or different?

Mother, brother. Are they the same or different?

Boy, toy. Are they the same or different?

Ball, ball. Are they the same or different?

Boy, toy. Are they the same or different?

One, fun. Are they the same or different?

Ball, baby. Are they the same or different?

THE FAMILY - MINI-UNIT II

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop meaning of the following words:

help	house, home	dress
work	shirt	shoes
like	pants	socks
she	three	hat, cap
he	clothes	coat

B. To develop anticipatory reactions.

C. To focus on variables, color, and size.

D. To develop auditory discrimination.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: word meaning and understandings related to family.

1. Show pictures of children helping. Discuss the pictures. Ask the following questions about each picture.

   Is this a boy or a girl in the picture?

   What is he (or she) doing?

2. Give toy broom to one girl and ask her to show how to sweep. Ask questions:

   What is this girl doing?

   Is she helping her teacher?

3. Give wastebasket to one boy and ask him to pick up paper on floor. Ask questions:

   What is this boy doing?

   Is he helping his teacher?

4. Ask following questions:

   What do you do to help your mother?

What do you do to help your father?

Are you working when you help mother and daddy?

Does your mother work?

What kind of work does your mother do?

Where do you live? (Work with child to help him learn to tell where he lives.)

What do we call the house that we live in?

5. Place boy's and girl's coats, caps, dresses, shirts, pants, shoes, socks on table and let various children choose clothes a boy would wear and clothes a girl would wear. Ask the name of each article of clothing. Pictures may be used if clothing is not available.

6. Ask following questions:

Who wears a dress?

Who wears a shirt?

Who wears this kind of coat? (girl's coat, boy's coat)

Who wears this kind of shoes? (girl's shoes, boy's shoes)

7. Show pictures of boys and girls dressed in colorful clothing. Ask following questions:

Where do we get the clothes that we wear?

What do girls wear?

What do boys wear?

What do we call these things that we wear?

8. Art Activity.

Bring a girl to the front of the room and point out the fact that she has one head, two ears, two eyes, eyebrows, eyelashes, a nose, a mouth, a chin, a neck, two arms, fingers, a body, two legs, and two feet. Talk about the kind of clothes that girls wear. Girls wear dresses, shoes, and socks.

Bring a boy to the front of the room and point out

the same things. Then say:

Boys and girls, today we are going to draw a picture of ourselves; you take your paper and crayons and draw yourself. (Teacher should go around and talk about the color of the dress, shirt, and pants the children are wearing and see if she can help the child draw himself with his clothes on. Also, the teacher should help the children to match the colors they are wearing and the crayons.

B. Activity for Objective I.--B.: developing anticipatory reactions.

1. From Fun with David read story "Come and Play," p. 27-31. In this story the children are playing "dress-up" in mother and father's clothes when suddenly a box begins to move down the sidewalk. Before reading page 31 and showing pictures on page 31, give the boys and girls an opportunity to anticipate why the box is moving.

C. Activities for Objective I.--C.: experiences in working with color and size.

1. Provide two sizes of small blocks, cars, airplanes, flowers, balls, etc. in red, green, yellow, and blue. Let the children play with the colored objects.

2. Ask children to sort objects into four color groups--red, yellow, green, blue. If children do not know color names, let them match colors to a stimulus object in each color placed on table by teacher. All red things will be grouped with the red object; all blue things grouped with the blue object, etc.

3. Ask children to sort objects according to size--big things and little things.

D. Activities for Objective I.--D.: auditory discrimination.

1. Say following words and have children repeat them after teacher:

help	dress	tree
work	shoes	who
like	socks	house

shirt	coat	mouse
pants	cap	when
hen	three	

2. I am going to say some words and you tell me if they are the same words or not the same words.

help, help Are they the same or are they different?

tree, tree Are they the same or are they different?

tree, three Are they the same or are they different?

What is a tree? Show me a tree.

What is three? Show me three of something.

THE FAMILY - MINI-UNIT III

I. OBJECTIVES ARE FOR THE CHILD:

A. To have opportunity to reinforce objectives of previous lessons.

B. To develop meaning of one thing and more than one thing as boy, boys.

C. To demonstrate understanding of concepts of one and more than one thing through grammatic closure experiences.

D. To develop anticipatory reactions.

E. To develop ability to participate in meaningful conversation in free-play situations.

F. To develop ability to engage in manual expression.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: word meaning and understandings related to family.

1. Give each child a large envelope with pictures of baby, two young children, two older children, mother, father. (Paste pictures on tagboard and they can be kept intact and used over and over.)

2. Tell the children to:

Find baby - Hold up your picture of baby so I can see it.

Find mother. (Repeat above direction each time.)

Find father.

Find big sister.

Find little sister.

Find big brother.

Find little brother.

Find a man.

Find a woman.

3. Give each child a sheet of white paper. Give the following directions:

   Place all of the pictures of children on this piece of white paper.

   Take the boys off of the white paper. Discuss picture left on paper.

   Put all of your pictures back in the envelope.

B. Activities for Objective I.--B.: using flannel board to teach the meaning of one thing and the meaning of more than one thing.

girl, girls	apple, apples
boy, boys	shoe shoes

1. Place picture of one girl on the flannel board.

   Here is one girl. We say "girl" when we are talking about one girl.

   Now I am going to put another girl on the flannel board.

   When we have more than one girl we say "girls."

   Let children aay: One girl, two girls as teacher points to the two sets on the flannel board.

2. Do same things using boys on flannel board.

3. Do same thing using apples or other items.

4. Do same thing using shoes or other items.

C. Activity for Objective I.--C.: grammatic closure.

1. Show picture of one thing. Beside it, place picture of two of same thing. (Example boy, boys.)

   Say: Here is one boy. Here are _____ _____. (Let child complete the sentence.)

   Continue with other pictures, such as:

   Here is one girl. Here are ___ _____.

   Here is one dress. Here are ___ ____ __.

   Here is one child. Here are ___ _____.

D. Activities for Objective I.--D.: developing anticipatory reactions.

1. Read story from Fun with David; read the story "Father," pp. 3-6. In this story father comes home with something inside his jacket. Before reading page 6 and showing pictures on page 6, give boys and girls a chance to guess what father has brought home under his coat.

E. Activities for Objective I.--E.: interest centers.

Strengthen understanding of one thing and more than one thing as children play.

1. Family living.

2. Block center.

3. Modeling clay.

4. Book center.

F. Activity for Objective I.--F.: manual expression.

1. "Here We Go Round the Mulberry Bush"

Sing and pantomime the following:

a. Iron our clothes.

b. Sweep the floor.

c. Rake the yard.

d. Drink our milk.

e. Go to school.

THE FAMILY - MINI-UNIT IV

I. OBJECTIVES ARE FOR THE CHILD:

A. To reinforce his understanding that each child is a member of a family.

B. To reinforce his understanding that families differ in size.

C. To develop visual discrimination.

D. To develop manual expression and grammatic closure.

E. To develop ability to participate in meaningful conversation in free-play situations.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A. and B.: word meaning and understandings related to family.

1. Talk about meaning of word family.

2. Give each child an opportunity to tell about his family. Let each child tell names of members of his family.

3. Give each child a sheet of manila drawing paper and a box of colors. Tell the children to draw a picture of his family. Go around among the children, encouraging and assisting if necessary.

4. Let each child show his picture and tell what each family member is doing.

B. Activities for Objective I.--C.: visual discrimination.

1. Show six pictures of different size children and adults engaged in various activities. Discuss who is in each picture and what each person is doing.

2. Ask different children to come to front of the room and find the following in the picture.

A big boy.

A man.

A baby.

A little girl.

A little boy.

A big girl.

A woman.

C. Activities for Objective I.--D.: manual expression and grammatic closure.

1. Discuss fact that children like to play ball.

2. Teach finger play: "Three Balls."

Here's a ball. (Small circle made with thumb and index finger of one hand.)

And here's a ball. (Larger circle made with both thumbs and index fingers.)

A great big ball I see. (Make big ball using both arms.)

Shall we count them? Are you ready?

One, two, three. (Make each of circles as you count.)

3. How many balls did we make?

4. Repeat finger play, Three Balls, with the children.

5. Watch me. I am going to put three balls on our flannel board. (Display three balls to represent sizes in finger play.)

6. Find the little ball. Find two big balls. Find the biggest ball.

7. Grammatic Closure

(a) Show little ball and big ball.

Say: Here is a little ball.

Here is _____ _____. (a big ball.)

(b) Show all three balls. Talk about size in terms of "little," "bigger," and "biggest."

Say: Here is a little ball.

This ball is _____ (bigger).

This ball is the _____ (biggest one of all).

THE FAMILY - MINI-UNIT V

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop anticipatory reactions.

B. To understand meaning of words through visual discrimination and manual expression.

C. To develop ability to listen to story and recall incidents in the story.

D. To develop ability to ennunciate words properly.

E. To develop auditory discrimination.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: use the following situations to help children anticipate what is going to happen.

1. Mother puts on coat, hat, purse. (Child dramatizes.)

Say: What do you think mother is going to do?

Let children talk about places mother may be going.

2. Do the same thing for the following situations.

Father puts on hat and takes keys in hand.

Child picks up books, pencil, tablet, and starts out the door.

Child puts on raincoat and opens umbrella.

Mother puts on apron and gets out pots and pans.

Child picks up newspaper, sits down, and opens paper.

B. Activities for Objective I.--B. visual discrimination and manual expression.

1. Use following pictures: saw, hammer, sock, truck, train, piano, dog, doghouse, bird nest, drum, shoe doll, tricycle, bicycle, horn.

2. Hold up each card and have children tell what the picture is in a sentence.

3. Then go back through the cards and ask different children to show you what they would do with the thing in the picture. Example: SAW--make sawing movements with the hand.

C. Activity for Objective I.--C.: storytime.

1. Tell story, "Little Red Riding Hood." Build background: little girl, her mother, her grandmother. After telling, discuss the story with the children encouraging them to recall incidents through your questioning.

D. Activities for Objectives I.--D. and E.: ennunciation and auditory discrimination.

1. Say the following words and have children repeat them after teacher. Give attention to ennunciation. Call on various children to repeat selected words.

help	dress	tree
work	shoes	who
like	socks	box
hen	coat	house
shirt	cap	mouse
pants	three	when

2. I am going to say some words and you tell me if they are the same words or not the same words. If the words are not the same, they are different.

help, help — Are they the same or are they different?

tree, tree — Are they the same or are they different?

tree, three — Are they the same or are they different? What is a tree? Show me a tree. What is three? Show me three of something.

man, moon — Are they the same or are they different? What is a man? What is a moon?

when, hen — Are they the same or are they different? What is a hen? What do we mean when we use the word when?

3. Tell children "when" is a word we use to ask about the time a person is going to do something or a thing is going to happen.

   Say: When are you going home?

   When will you eat lunch?

THE FAMILY - MINI-UNIT VI

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the understanding that families work together in the home.

B. To develop the understanding that mothers and fathers work for money to pay for food, clothing, and shelter for their families.

C. To develop the understanding that families play together.

D. To develop the understanding that families are polite to one another.

E. To interact verbally with teacher and other children.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A.,B.,C., and D.: developing word meaning and verbal expression; also, developing the concept that family members work and play together and are polite to one another.

1. Discuss fact that fathers and mothers work to make money to pay for food, clothing, toys, etc.

2. Discuss family members playing together. Show pictures and discuss

3. Discuss polite words "please" and "thank you."

4. Read story, Let's Play House by Lois Lenski.

B. Activities for Objective I.--E.: verbal expression.

1. Through interest centers, set up the following free play situations:

Kitchen for cooking and serving food.

Bedroom for bathing and dressing dolls.

Place for washing clothes.

Dress-up center.

Block center for a place for father to work building houses.

Gas station center as a place for father to work.

Trucks and tractors for father to use in his work.

Have telephones to encourage children to talk.

2. Divide the children into groups of their choice. Go from group to group talking to the children about what they are doing. Explain that father works to help pay for food, home, clothing. Explain that mothers work, too.

3 Children can use dress-up materials to dress for work, for visiting, for playing the part of mother, father, and other family members.

4. Teachers talk to children on telephone and ask such questions as:

What are you doing today?

How many children do you have?

What are your children's names?

What are you cooking for dinner?

What kind of work are you doing?

My car is out of gas. Can you send a can of gas to me? I am down by the Methodist Church. (When child delivers gas, play that you are paying him for the gas._

I want to build a new house. Can I get you to build a house for me?

I need to move some furniture. Can you bring your truck around to my house and move the furniture for me?

Remind the children to say "thank you" and "please" in their play.

5. Grammatic Closure. Show a little ball and a big ball.

Say: Here is a little ball. Here is _ ___ ____.

THE FAMILY- MINI-UNIT VII

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the ability to listen to stories, and to participate in discussion of the story and to relate the story to incidents in their own lives.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A: story time.

1. Read aloud the story, Grandfather and I.

The little boy in this story enjoys his grandfather's companionship because grandfather did not hurry. Mothers and fathers, brothers and sisters hurry, but grandfather's pace fits the young child's. This story reinforces the child's understanding of a family. Discuss the story with the group. Question children about where their grandfathers and grandmothers live and things they do with their grandparents.

2. Art activity.

Let child draw pictures of himself and a member of his family taking a walk. Motivate by discussion, mentioning some of the things they might see on the walk.

3. Interest centers.

1. Family living.

2. Blocks.

3. Service Station.

Relate play in interest centers to some phase of family life.

THE FAMILY - MINI-UNIT VIII

I. OBJECTIVE IS FOR THE CHILD:

A. To be able to make sentences using singular and plural noun forms when the concept of one and more than one is presented concretely.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: developing word meaning.

1. Provide various articles of clothing for both large and small boys and girls. Ask children to name each. Discuss the color, size, and whether the article of clothing is for a boy or a girl. Ask questions and have children answer in complete sentences.

2. Provide boy and girl dolls. Let children dress the dolls in clothes appropriate for boys and girls. These may be paper dolls. Ask questions about color, size, etc. of clothing.

3. Show one boy's shoe.

Is this a boy's shoe or a girl's shoe? (Elicit, this is a boy's shoe.)

Show one girl's hat.

Is this a girl's hat or a boy's hat?

Show boy's shirt.

What is this? (This is a shirt.)

Is this boy's clothing or girl's clothing?

Show girl's dress.

What is this? (This is a dress.)

Is this boy's clothing or girl's clothing?

4. Provide pictures of one child and groups of children. Discuss the fact that "child" means one; "children" means more than one. Place a picture of one child on a flannel board; on another flannel board place a picture of a group of children. Let each child classify his picture as "child" or "children" by placing

it on the appropriate flannel board.

5. Grammatic closure.

   Here is a child.

   Here are ____ children. (some children; or give number of children in picture.)

6. Auditory reception.

   _____, point to one child.

   _____, touch two children.

   _____, bring me one book.

   _____, bring me two books.

   Here are two books. Why did I say books instead of book? (Elicit answer that we say books when we are talking about more than one.)

7. Place on desk in separate stacks two books, two boxes of crayons, one puzzle. Point to each stack asking child to tell you in a sentence what he sees in each stack. Elicit such answers as: I see two boxes of crayons. I see one puzzle. Use other objects to give experience in using singular and plural of words.

8. Pick up an item belonging to a child (such as a coat).

   Whose coat is this?

   Whose picture is this?

   Whose hand is this?

   Whose head is this?

9. Song: Whose Is This?

   Tune: "Mulberry Bush"

   Teacher sings questions and points to body part of a particular child as she sings. Children sing the answer.

   TEACHER: Whose head is this?
   Whose head is this?
   Whose head is this?
   Tell me now.

CHILDREN: That is Johnny's head. (Sing appropriate name.)
That is Johnny's head.
That is Johnny's head.
I've told you now.

TEACHER: Whose hand it this?, Whose foot is this?,
Whose ear is this?, etc.

THE FAMILY - MINI-UNIT IX

I. OBJECTIVES ARE FOR THE CHILD:

A. To identify family members through pictures.

B. To understand the concept of one and more than one.

C. To have experiences in naming colors.

D. To develop understanding of the following words:

men	women
boys	girls

E. To have experiences in using "ing" form of verb, as: "reading," "fishing," etc.

F. To develop understanding of familiar objects through pictures and to classify these objects.

G. To interact verbally to a story.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B., C., D., and E.: use of flannel board to develop meaning of words, singular and plural, and to motivate children to answer teacher's questions using complete sentences.

1. Place members of family one at a time on flannel board and ask following questions about each:

   Who is this?

   What color clothes is _____ wearing?

2. Place one boy on flannel board.

   How many boys are here?

3. Place two boys on flannel board.

   How many boys are here?

   We say "boys" when there is more than one boy.
   We say "boy" when there is only one boy.

4. Place one girl on flannel board.

Is this girl or girls?

5. Place three girls on flannel board.

   Do I say three girls or three girl?

6. Place one girl to left on flannel board and two girls to right.

   How many girls are here? (Point to left.)

   How many girls are here? (Point to right.)

7. Place one man on flannel board.

   What is here?

8. Place two men on flannel board to right.

   Here are two men. When we have more than one man, we say men.

9. Show three pictures of men doing things. Show pictures one at a time.

   Ask this question about each picture.

   What are these men doing? (Or this man, if there is only one.)

10. Place one woman on flannel board.

    What is here?

11. Place two women on flannel board.

    Here are two women. When we have more than one woman, we say women.

12. Show three pictures of women doing things.

    Ask this question.

    What are these women doing? (or this woman?)

B. Activities for Objective I.--F.: choosing things that go together.

   1. Prepare mimeographed sheets containing three wide rows with following items in each row. Cut rows

apart and give to children one at a time.

Row 1.: truck, train, socks.

Row 2.: socks, drum, piano.

Row 3.: bird, dog, doghouse.

2. Give directions:

Look at the things on your paper.

Name the things, _____.

Which things go together? (Discuss the fact that the truck and train go together because we ride on both.)

Now, take a crayon and draw a circle around the two things that go together. (Teacher places her row on corkboard and models for children.)

Give the same directions for the other rows, but teacher does not model these. Watch the children as they work. If some are not choosing the right things to go together, talk to them about why these things go together and help them draw the circles.

C. Activities for Objective I.--F: storytime.

1. Read Whistle for Willie. Use filmstrip with teacher narrating.

2. Give the children manila paper and wax crayons and let them draw Peter and his dog, Willie.

THE FAMILY- MINI-UNIT X

I. OBJECTIVES ARE FOR THE CHILD:

A. To interpret pictures and concrete actions by responding verbally to teacher questioning.

B. To participate in free play.

C. To develop auditory discrimination.

D. To demonstrate visual closure by completing teacher made puzzles.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: interpreting actions.

1. Display pictures of children playing together and pictures of families engaged in fun activities.

2. Show picture of children playing ball. The bat is broken. (Substitute other action picture.)

What are the children doing?

Who has the ball?

What has happened to the bat?

Why do you think the bat is broken?

Do you like to play ball?

Who can play ball with you at home?

3. Produce two balls, one large red ball and one small blue ball.

What color is this ball? (red one)

What color is this ball? (blue one)

Which ball is big?

Which ball is little?

Do we throw the ball in the house? (Tell the children that we do not throw balls in the house. We might break something.)

4. Ask two children to come and sit on the floor and roll the red ball.

   Ask two children to come and sit on the floor and roll the blue ball.

   What are these children doing?

5. Show children picture of children sailing boat in pan of water.

6. Show picture of children playing with doll and doll buggy.

   What are these children doing?

   Do you like to play with dolls?

   Do boys ever play with dolls? (If the answer is no, say, Yes, boys do play with dolls.

   (Produce boy doll.) What kind of doll is this?

   Boys like boy dolls.

   Do you have a doll at home?

   Do you like to play dolls with your brothers and sisters?

   (Produce shoe box, small towel, small doll, and feeding bottle.)

   This baby doll is sleepy. She doesn't have a bed. Who can take these things and make a bed for this baby doll?

   (Let volunteer do this.) Ask volunteer to tell how she (or he) made the bed.

   This baby is hungry. Who knows what to give the hungry baby? (Let volunteer feed the baby.)

What is _____ doing? (She is feeding the baby.) Remove dolls and bed. Say: Children can play dolls with their brothers and sisters.

7. Show picture of children sailing boat in pan of water. What are the children doing?

8. Produce large pan of water and small sail boats. Let children sail boats on water. Question children as to size (big, little) and color of boats. Say: The boats float.

9. Produce 15 small rocks. Give one to each child. Say: Will the rocks float? (Let children see if rocks will float.)

10. Produce following items and let children discover whether or not they float. (Plastic ball, nail, piece of wood, leaf, air-inflated ball, pencil, celluloid duck, small bottle with cork, small bottle without cork, large rock, small rock, fishing line with cork, fishing line with sinker.) Discuss objects that float and objects that do not float.

    Would you like to float things in a pan of water at home?

    Would your brothers and sisters like to play like this?

    Would you play with the pan of water inside the house or out in the yard? (Point out that playing with water in the house would get mother's floor wet.)

B. Activities for Objective I.--B.: free play.

1. Water play (pan, articles that float and sink)

2. Dolls, boxes to make beds, bottles to feed.

3. Small toy wagon and blocks to haul.

4. Picture books.

C. Activities for Objective I.--C.: auditory discrimination.

I am going to say some words. You tell me if I say the same or different words.

(a) kite, kick

Are they the same or are they different?

(b) bug, buggy

(c) red, blue

(d) three, tree

(e) wagon, doll

(f) water, walk

D. Activities for Objective I.--D.: visual closure.

(To prepare for this activity, the teacher will have pasted pictures of family members--mother, father, grandmother, grandfather, boy, girl, and baby on cardboard and cut along a diagonal line separating the pictures into two pieces.)

One at a time, show pictures of the upper portion of the bodies. Place both upper and lower portions of bodies on the chalk tray or on a table. Ask various children to find the two parts that go together. See if children can recognize the family members by looking at upper portion of bodies only.

THE FARM- MINI-UNIT XI

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop meaning of following words:

farm	milk	mail
farmer	milk cans	mailbox
cat	milk stands	tractor
dog	milk truck	plow
coal	gas	hungry
horse	kitty	fire
		firewood

B. To develop visual closure.

C. To develop auditory discrimination.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: developing word meanings.

1. Read story, The Little Farm, by Lois Lenski.

Discuss story as it is read. Children in this area are familiar with farm animals and the dairy farm. Encourage them to tell personal experiences of things they have done and seen on a farm.

2. When does the farmer get up?

How do you feel when you get up in the morning?

Are you hungry?

How did the animals in the story feel early in the morning?

How does the milk get to the dairy? (Milk cows, strain milk into cans, leave milk on milk-stand, truck picks it up and takes it to the dairy.)

What does the farmer feed the pigs? (Show picture of pigs eating corn.)

How does the farmer who lives out in the country get his mail?

How do people who live in town get their mail?

Where do we get apples?

What did the farmer do with his apples? (Picked, sold at roadside stand.)

What did the farmer use to make a fire in his house to keep warm?

What is this? (Show piece of coal. If children do not know its use, explain that some people use coal to make a fire to cook with and to keep warm. Show wood or coal burning **stoves** and discuss.)

Do any of you use gas to keep your house warm? (Show gas heating equipment to children. Space heaters, vents for central heating, cook stoves.)

Who has ever gathered eggs from a hen's nest?

Have you ever helped bring the cows from the pasture at milking time?

3. Take children on field trip to a farm.

4. Let children churn milk, make butter in classroom.

5. Use butter to spread bread at snack time.

6. Dramatization--Dramatize getting milk from the farm to the dairy. Use boxes, buckets, and other available equipment as props.

B. Activities for Objective I.--B.: visual closure.

1. Give each child a sheet of paper containing partial outline picture of a farmer, horse, cow, kitty, milk can, mail box, plow. Some part is indicated by small dots. Give the child directions to look for missing parts of the animals and draw line from dot to dot to finish the picture.

C. Activities for Objective I.--C.: auditory discrimination

Ask the children to be quiet for 60 seconds. Tell them to listen carefully for sounds they may hear in the classroom and outside the building. Tell them that sounds are noises.

Point out that some sounds are loud and some sounds are soft. Demonstrate by dropping a book on a desk and by dropping a large safety pin.

Discuss the sounds the children heard. Were they loud? Were they soft? What made the sounds? Take the children on a neighborhood walk to listen for different sounds. Tell them to be quiet while walking so they can hear the sounds. Encourage the children to speak up and tell what sounds they hear. Ask if the sound is loud or soft.

THE FARM - MINI-UNIT XII

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the understanding of the following words:

rooster	cock-a-doodle-do	nose
chicken	cluck, cluck	peep-peep
duck	quack, quack	
pig	oink-oink	
goose	honk-honk	
dog	bow-wow	
bees	buzz-buzz	
rabbit	wiggle	
cows	moo-moo	

B. To learn to imitate sounds.

C. To demonstrate visual closure tasks.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A. and B.: developing word meaning and concepts related to the story and imitating sounds.

1. Read story, Wake Up, Farm! by Alvin Tresselt. Before reading a page, show picture of animal and ask group to name the animal. Ask the following questions about each page.

   What is this?

   Where have you seen this animal?

2. What does this animal say? (If child does not know, point out that we will read to see if the book tells us what the animal says. If the book does not do so in every case, the teacher will give this information.) Rabbits cannot talk. Ask child what does this animal do? Point out that he wiggles his nose.

Have the children imitate the animals listed above, first as a group, then individually. As each participates individually, have each child to preface his imitation with the words, I am a _____, giving the name of the animal he is imitating. When child imitates rabbit, let him wiggle his nose.

3. Music:

   1. Teach song, Old MacDonald Had A Farm. Use following animals in the song: duck, chickens, rooster, pig, bee, cow, goose, rabbit. Before teaching each verse have the children to imitate the sound the animal makes. Example: What does the duck say? (Pause for answer.) Now listen to me sing you a song that tells what the duck says.

      Teacher sings:

      Old MacDonald had a farm,
      E-I-E-I-O
      And on this farm he had some ducks
      E-I-E-I-O
      With a quack, quack here and a quack, quack there
      Here a quack, there a quack
      Everywhere a quack, quack,
      Old MacDonald had a farm
      E-I-E-I-O

      In teaching her song, teacher sings a line and children sing after her. First put two lines together, then add a new line . . . . Sing the three lines and add a new line. Use this procedure for teaching all nine lines of the song, adding one new line at a time.

4. Developing word meanings and concepts through art activity:

   Give each child a mimeographed sheet of paper divided into four equal parts. One section contains a picture of a rooster, one section a picture of a cow, one section a picture of a duck, one section a picture of a rabbit.

Give the following directions:

Look at each picture. Find the cow. Color the cow brown. (Demonstrate which color is brown by marking on a sheet of paper taped to the chalkboard. Also, ask one child to go to the color chart and point out the color that is brown.)

Find the duck. Color the duck yellow. (Demonstrate which color is yellow as in directions above.)

Find the rooster. Color the rooster red.

(Demonstrate the color that is red.)

Find the rabbit. Color the rabbit. You may color the rabbit either black or white. (Demonstrate these two colors.)

C. Activities for Objective I.--C.: visual closure.

(To prepare for this next activity, the teacher will have pasted pictures of animals on cardboard and cut along a diagonal line separating the heads from the bodies.)

One at a time, show pictures of the heads of all of the animals that are listed in section one of this day's plans. See if the children recognize the animals by looking at just the heads.

Place heads and rear portion of bodies of three animals at a time on the chalk tray. Ask various children to find the two parts that make a particular animal--as a rooster. When child has performed the task, give following directions, eliciting correct simple sentence response.

What animal do you have?

Let me hear you talk like _____ (name of animal.)

Continue this routine with the other six animal pictures, presenting three at a time.

Place all nine of the heads of the animals and all nine of the rear body portions of all of the animals on the chalk tray and ask various children to find the two pieces that make the rooster, the duck, the pig, etc.

2. Visual closure activity:

Give each child a sheet of paper containing partial outline pictures of a dog, cow, pig. duck, rabbit, chicken. Some part of the animal is missing. The missing part is indicated by small dots. Give the child directions to look for the missing part of the animal and draw a line from dot to dot to finish the picture.

Teacher illustrates how to perform this task by taping a sheet containing an animal on the chalkboard and filling in the lines to complete the picture by following the dots.

THE FARM - MINI-UNIT XIII

I. OBJECTIVES ARE FOR THE CHILD:

A. To show an understanding of word meanings by making sentences in structured situations and by answering riddles.

B. To learn to imitate sounds.

C. To reinforce visual motor coordination through art.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: developing word meaning.

1. Have an "Animal Quiz" using several pictures of animals, such as a cow, duck, and chicken, rooster, etc.

2. Display the pictures and call on volunteers to identify each picture.

3. Ask these questions about pictures such as:

Which animal quacks?

The child answers the question, goes to the front and points out the picture of the duck. Follow the same procedure for each animal

Which animal quacks?

Which animals give us eggs?

Which animal gives us milk, etc.

4. A discussion can be carried on about each animal. Have the children tell what else they know about the animals.

5. Introduce a guessing game where the teacher gives several characteristics of an animal without revealing the identity and a child guesses what it is. Examples follow.

I have four short legs, and I like to sleep in the mud. The farmer feeds me corn. What am I? (pig)

I have big brown eyes, four legs, and I give milk. What am I? (cow)

6. Display on the board a picture of a farmer, a tractor, a hoe, a pail, and a barn.

Ask the children to identify the pictures. Ask the following questions:

What is this? (It is a farmer.)

Do any of you know a farmer?

What is his name?

What does a farmer do?

Proceed in the same manner with each picture.

What is this? (It is a tractor.)

Have you ever seen a tractor?

Who uses the tractor?

What is this? (It is a hoe.)

Does anyone have a hoe at home?

Show me how we use a hoe.

Why does the farmer need a hoe?

What is this? (It is a pail or bucket.)

How does the farmer use the pail?

Do you have a pail at home?

What do you do with your pail?

What is this? (It is a barn.)

Why does the farmer need a barn?

What color is the barn?

B. Activities for Objective I.--B: imitate sounds.

1. Sing the song, "Had a Little Rooster," from Exploring Music I, Holt, Rinehart, Winston. Introduce one character at a time. After the whole song has been sung and the children are familiar with the words, let each child choose the animal he wants to be. When it comes to that animal's turn, the child will imitate the correct animal sound.

2. Had a little rooster by the barnyard gate,
   And that little rooster was my playmate.

And that little rooster said cock-a-doodle do-o-o-o.

For each verse substitute these animals' sounds in the underlined spaces:

hen - cluck

cow - moo

sheep - baa

turkey - gobble

duck - quack

As a verse is added, the previous verse is also sung at the end.

C. Activity for Objective I.--C.: art.

1. Give each child some clay. Have the children make farm animals from the clay.

2. Allow each child to show his animal and to tell about his animal.

THE FARM- MINI-UNIT XIV

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the meaning of the following words:

old	sheep
young	lamb
horse	puppy
colt	children
calf	milk
mud	light
puddle	dark
roll	

B. To develop visual discrimination.

C. To develop visual closure skills.

D. To engage in reinforcement activity in imitating sounds.

E. To participate in art activity-working with clay.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: developing word meaning and understandings related to the story.

1. Read story, "The Farm" from Animal Babies by Tony Palazzo. Show pictures from book as you read to the children. Before reading a page, show picture of animal and ask group to name the animal.

2. After reading and talking about the story as you read, ask the following questions:

What is a colt?

What is a calf?

What does young mean? (Something not old, like a baby, a calf, a colt, a baby chicken.)

What does old mean? (A person or animal that is big or grown-up. A dress or a shirt or anything that you have had a long time.)

Who is old, your teacher or you?

Who is old, a cow or a calf?

Who is young, you or your teacher?

Who is young, a horse or a colt?

What is milk? What color is milk? Where do we get milk? What do we do with milk?

What do baby pigs eat? (milk)

Where do baby pigs like to play?

Show me how a baby pig rolls in the mud.

Show me how you can roll this ball.

Have you ever made mud pies?

Do children like to play in the mud, too?

What do sheep give us? (Wool. Talk about how the farmer cuts the wool from the sheep and sells it to be made into wool to make warm sweaters and coats for people to wear. Show pictures.)

What do we call baby sheep?

Is a baby sheep young or old?

Is mother sheep young or old?

How do baby sheep play? (Show pictures on page 22. Get the children to use the word, jumping.)

What are children? (Young boys and girls.)

What is another word for little? (Small)

What is another word for big? (Large)

Show a small doll and a large doll.
Which doll is little? Which doll is big?
Which doll is small? Which doll is large?

Show a small block and a large block.
Which block is little? Which block is big?
Which block is small? Which block is large?

B. Activities for Objective I.--B.: visual discrimination.

1. Give each child a mimeographed sheet containing pictures of pig, rooster, rabbit, and dog. Give following directions:

   Find the pig. Color the pig light brown.

   Find the dog. Color the dog dark brown. Show the children how to bear down hard on the coloring crayon to make a dark color and how to color "easy" to make a light color.

   Find the rabbit. Color the rabbit light brown.

   Find the rooster. Color the rooster red. Put some blue and green feathers in his tail.

C. Activities for Objective I.--C.: visual closure.

1. Place heads and rear portions of bodies of animal three at a time on the chalk tray. Add puppy, calf, colt, and lamb to those used yesterday. Ask different children to find those two parts that made a particular animal as a rooster. When the child has performed this task, give the following directions:

   What animal do you have?

   Let me hear you talk like (of animal.)
   name

2. Divide the children into two groups. Give one-half of the animals to one group and one-half of the animals to the other group. Let them put the pieces together. Spread the pieces out on the table before the children and let them find the pieces that make complete animals.

D. Activities for Objective I.--D.: imitating sounds.

1. Sing Old MacDonald Had A Farm. Use following animals in song: duck, chicken, rooster, pig, dog, cow, bee, and rabbit.

E. Activities for Objective I.--D.: working with clay.

Place ball of clay before each child. Let children make animals from clay.

ANIMALS-MINI-UNIT XV

I. OBJECTIVES ARE FOR THE CHILD:

A. To participate in manual expression activities.

II. Activities for Objective I.--A.: manual expression

1. Read story, Just Me,by Marie Hall Ets.

2. Discuss story with children as you read about each animal.

3. Ask the children to imitate the following animals:

Say: Walk like a cat.

Walk like a rooster.

Hop like a rabbit.

Walk like a cow.

Butt like a goat.

Leap like a frog.

Pull in head and legs and hide in shell like a turtle.

4. Art

1. Make animals from modeling clay.

2. Let each child tell all about his animals, how it moves, where it lives, what it eats.

5. Imitative Rhythms

1. Use record number R RC-103, Imitative Rhythms, Rhythm Record for Primary Children, Rhythm Record Company, Houston, Texas.

elephant

kangaroo

duck

bee

rabbit

bird

frog

mouse

turtle

ANIMALS- MINI-UNIT XVI

I. OBJECTIVES ARE FOR THE CHILD:

A. To engage in activities to introduce him to animals that live in the woods.

B. To engage in activities to reinforce meaning of "what" and "how" and "where".

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I--A and B.: introducing animals that live in forest and concepts of "how , "what", and "where."

1. Book, Animals Round the Mulberry Bush, by Tony Palazzo. Show the pictures one page at a time. Read the page. Now have the children sing the page with the teacher. Tune is to "Here We Go Around the Mulberry Bush." This story has the same words as this familiar song, but the illustrations in the book show animals pantomining the words. Show the pictures as the children sing.

2. Read story, "The Forest," from Animal Babies by Tony Palazzo. Explain meaning of "forest."

3. Ask the following questions and others related to the story.

Go back and show pages from book that show the answers to the questions.

How do baby possums travel? (Show page 27 again.)

Where does mother fox live with her babies? (Show page 34.)

How does the baby otter sleep? (Show page 38.)

Are babies young or old?

Are their mothers young or old?

4. Developing further meaning of "how" and "where" and "what."

1. Have the following things in a box.

egg beater spoon book

cup glass scissors

pitcher guitar salt shaker

Ask about each one:

What is this?

How do we use this? Have the child show you how to use the thing itself and then show you how to use it without the thing in his hand. Have him pantomine how to use the thing.

5. Take the ten articles that you have been using and place them one at a time in different places in the room and than ask,

Where is the _____?

Eggbeater. (Place the eggbeater on a table.)

_____, where is the eggbeater?

Place the spoon on the window sill.

_____, where is the spoon?

Do similar activities for each of the things that you have in the box.

6. Art

Give children manila paper and crayons and tell them to draw a picture of animals living in the forest. Remind them that forest is the same as woods. Display pictures of animals in forest as model for child. Give the children an opportunity to tell about their pictures.

ANIMALS - MINI-UNIT XVII

I. OBJECTIVES ARE FOR THE CHILD:

A. To learn meaning of following words:

high	soft
low	hard

B. To give attention to a story and to demonstrate comprehension by discussing story with teacher.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I--A.: developing word meaning.

1. high, low

Let children pantomine birds flying high in the sky.

Let children pantomine cats and dogs walking low on the ground.

Have one child to stand on table and one child to stand on floor beside table to demonstrate meaning of high and low.

2. soft, hard

Let children feel of kitten's fur. Talk about the fact that fur feels soft. Discuss the fact that animals have fur.

Let children feel of rocks and wood. Talk about the fact that rocks and wood are hard.

3. Blindfold children and let them reach in a bag, feel of following things, and classify them according to "hard" and "soft."

cotton	silk	vase
fur	stick	light bulb
rock	bottle	cotton sock
pencil	gauze	nylon hose
		book

B. Activities for Objective I--B.: story time.

1. Tell story "The Three Little Pigs." Talk about kind of house each pig built and how one little pig fooled the old wolf. Use picture,slides, or chalk drawing to illustrate as story is told. Ask questions about story.

2. Art

   Let children use large manila paper and wax crayons to draw three little pigs and the wolf.

ANIMALS - MINI-UNIT XVIII

I. OBJECTIVES ARE FOR THE CHILD:

A. To engage in conversation.

B. To have experience in classification.

C. To develop auditory memory skills.

D. To participate in visual closure activities.

II. Activities for Objectives I.--A and B.:

1. Tell story, "The Jungle" from Animal Babies.

Talk with the children about the various animals.

Ask them where the animals live.

Ask them the color of the animals.

Talk about the mother animals being old and the baby animals being young.

2. Classification:

Teacher works with one table of children and aide with another table of children. Show cards with pictures of animals that live in the home, in the forest, on the farm and in the jungle. Let the child name the animals and tell where the animal lives. Some pictures should show front view of animals; some rear view; some side view; and some only the head of the animals. See is the child can tell what the animals are by seeing them in these different positions.

B. Activities for Objective I--C.:

1. Say what I say.

(a) cow

(b) horse

(d) cow, horse.

(d) dog

(e) cow, horse, dog

(f) cat

(g) cat, cow, horse, dog

(h) cat, dog, cow

C. Activities for Objective I--D.: visual closure.

To prepare for this next activity, the teacher will have pasted pictures of animals on cardboard and cut along a diagonal line separating the heads from the bodies. Use farm, forest, and jungle animals. One at a time, show pictures of the heads of the animals. See if the children recognize the animals by looking at the heads. Let children match heads and bodies by thumb tacking on cork board where other children can see.

ANIMALS- MINI-UNIT XIX

I. OBJECTIVES ARE FOR THE CHILD:

A. To have experiences in cutting and pasting.

B. To develop skill in classifying.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A and B.: cutting and pasting; classifying.

1. Tear from magazines pictures of farm animals, animals that live in the woods, and animals that live in the jungle. Let group classify pictures. Teacher holds picture up and asks to which group it belongs.

2. Classifying:

Make a large class booklet of farm animals, animals that live in the woods, and animals that live in the jungle. Give each child pictures to cut and past in the booklet. Classify animals as to those that live on farm, in the woods, and in the jungle. Teacher can draw picture of farm, woods, jungle at top of each page. Farm animals are pasted on farms page, etc.

BIRTHDAY PARTY- MINI-UNIT XX

I. OBJECTIVES ARE FOR THE CHILD:

A. To be able to use following words.

birthday party presents

B. To develop auditory discrimination skills.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I--A.: word meaning.

1. Tell story, Happy Birthday Letter by Majorie Flack.

2. Ask:

How old are you?

When is your birthday? (Help child to learn month of his birth first. Date may be too difficult.)

Do you know what "birthday" means? Your birthday is the day on which you were born.

3. Place cutouts of presents and birthday cake on flannel board. Use candles that are separate from cake. Ask children to tell what these things are. Count the candles on the cake. Explain that there is a candle for each year. Take candles off the cake.

4. A little boy two years old is having a birthday. ----------, come and put the number of candles on his cake that will show how old he is.

Repeat this activity through year five. If children cannot count to five, teacher can demonstrate activity. One to one correspondence is the idea--getting across concepts of one candle for each year.

B. Activities for Objective I.--B.: auditory discrimination.

1. Ask children to put their heads down so they cannot see. The teacher taps one child on the head. This child quietly comes to front or room and says, "I am a boy (or girl.)" The child sits down. The other children try to guess who was talking.

2. Ask children to put their heads down so they cannot see. The children listen to find out how many times the teacher does the following things. She should not exceed three.

   Bounce a ball

   Tap on the table

   Clap hands

   Stamp feet

   Whistles

3. Teach song, "Happy Birthday to You."

4. Make a note of each child's birthday, so class can recognize and reinforce concept of birthday during the year.

FOODS- MINI-UNIT XXI

I. OBJECTIVES ARE FOR THE CHILD:

A. To extend his speaking vocabulary to include words related to the group of foods commonly known as fruits.

B. To learn that our bodies need food to grow.

C To learn that fruits come from things that grow such as trees and other plants.

D. To develop meaning for the following words:

apple	lemon	raw
orange	banana	cooked
grapefruit	seed	fruit

E. To develop the ability to discriminate between colors.

F. To reinforce concept on one and more than one through grammatic closure.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A,B,C and D.: developing understanding of words and concepts.

1. Produce one at a time the following: an apple, orange, grapefruit. Ask questions about each.

What is this?

Tell me all about this. (Elicit such answers as: The apple is red; round; you eat it; it has seeds; it has a peeling; it is white inside; it is a fruit.) Ask the following questions, if you do not get answers such as those stated above.

What color is the _____?

What shape is the _____?

What do we do with the _____?

2. Take a knife and cut the particular piece of fruit into two pieces.

   What color is the _____ inside?

   What do you see inside the _____?

   The _____ is a fruit. All fruits have seeds.

3. Tell the children that fruit helps to make their bodies grow big and strong. Tell them that fruit juices come from fruit. Squeeze oranges and serve orange juice. Do same for grapefruit. Discuss taste of oranges and grapefruit.

4. Ask children what tomatoes grow on. Discuss tomatoes growing on vine and apples and grapefruit growing on trees. Show real tomatoes.

5. Say: Who can come to our color chart and show me a circle that is the same color as the apple? (Use this idea, if color chart is made of circles, if not, omit word circle.)

   Who can come to the color chart and show me a circle that is the same color as the orange?

   Who can come to the flannel board here and show me a shape that is the same as the shape of these fruits?

6. Let the children taste each fruit. Cut each one into small pieces and give each child a bite.

7. Produce one at a time the banana and lemon.

   Ask the following questions:

   What is this?

   What do we do with it?

   What color is this?

   Then place both fruits on the table.

   Say: Find me a fruit that is long. What is the name of this fruit?

   Cut the fruits in half and say: Can you find seeds in these fruits?

8. Let the children taste each fruit. Cut into small pieces and give one to each child.

We ate all of these fruits without cooking them. We ate them raw. Some foods mother has to cook for you to eat them and some foods you can eat without cooking. We eat some foods raw.

B. Activity for Objective I--E.: discriminating color.

Let children go to color chart and match fruits to appropriate color, children who know color names can tell the color of the fruit in a sentence.

C. Activities for Objective I.--F.: concept of one and more than one.

1. Show pictures of one orange and more than one orange. Show pictures of other fruits in same manner, one and then more than one.

Here is one orange. Here are _____ _____.

(Say number of oranges or "here are many oranges."

Here is one apple. Here _____ _____ _____ (are many apples.)

Use other pictures in same way.

2. Show pictures of people eating fruit. Begin sentence about pictures and let child complete sentence.

Example: This boy _____ _____ _____ _____. (is eating an apple.)

FOODS - MINI-UNIT XXII

I. OBJECTIVES ARE FOR THE CHILD:

A. To extend speaking vocabulary to include words related to the group of foods known as fruits.

B. To develop ability to discriminate between colors.

C. To develop auditory sequential memory and visual memory.

D. To develop visual closure.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B.: developing meaning of words and discriminating colors.

1. Show lemons, bananas, and tomatoes.

Who can come to the color chart and find a circle of color that is the same color as the lemon?

Who can find a circle the same color as the lemon?

Who can find a circle the same color as the banana?

Which of these three are the same color?
(Point to a lemon, banana, and tomato.)

2. Show purple grapes.

This is a fruit. What do we call this fruit?

Look how the grapes grow. The grapes grow in bunches. They grow on vines. Look at this picture. Here you can see the grapes growing in bunches on the vines. What color are these grapes?

Here are some grapes that are another color.
(Show picture of green grapes.)

What color are these grapes?

Who can go to the color chart and find this color?
(purple)

Who can go to the color chart and find this color?
(green)

Are the grapes big or little? (Pull off a grape.) Give each child grape. These purple grapes have many seeds.

Do not eat the seeds.

3. Give each child a little sugar in a paper container.

Taste this. What is it?

If the children do not know what they are tasting, say: Mother and father put this in their coffee and tea. Mother uses it when she makes something sweet like a cake. Now, can you tell me what it is?

How does the sugar taste?

Now I am going to cut the lemon into tiny pieces and let all of you taste the lemon. (Give each child a taste of lemon.)

How does the lemon taste?

The lemon tastes sour.

4. Art: place bunch of purple grapes, banana, apples, orange, and grapefruit on table as models. Let children draw and color with crayons.

B. Activities for Objective I.--C.: auditory sequential memory and visual memory.

1. Say the following words and have children to repeat after teacher.

apple, orange

apple, orange, grapes

grapes, grapefruit

grapes, grapefruit, lemon

apple, orange, lemon, grapes

2. Place apple and orange on table. Hold up apple and have group say the name of the apple. Hold up the orange and have the group say the name of the orange. Children put heads down. Teacher removes apple. Children take heads up and after looking

at the table, tell which object the teacher has removed from the table. Repeat this activity using the following objects. Each time clear the table before preceding to the next task.

Place on table grapefruit, orange. REMOVE orange.

Grapefruit, lemon. REMOVE lemon.

Grapefruit, apple. REMOVE grapefruit.

Grapes, banana. REMOVE banana.

Grapes, grapefruit. REMOVE grapes.

Give children fruit to eat.

C. Activities for Objective I.--D.: visual closure.

1. Prepare follow-the-dot pictures of the following. Use dots for approximately one half of the picture and solid line for remainder. Let the child complete the picture by drawing lines from dot to dot.

banana tomato grapefruit

lemon grapes

Let children color pictures appropriate color. Place real fruit on table to serve as model for color.

FOODS- MINI-UNIT XXIII

I. OBJECTIVES ARE FOR THE CHILD:

A. To have experience in cutting and pasting.

B. To learn names of various types of fruit and to discriminate their colors through color matching and/or color naming.

C. To discriminate by feel when objects cannot be seen.

D. To be able to discuss good health habits through teacher questioning after hearing a story about good health habits.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.-- A and B.: cutting and pasting; naming fruits and discriminating their color.

1. Provide children with pictures of fruit. Let them cut and paste the pictures on a mural. Tell them the mural will be on foods. The first kind of foods they will put on the mural will be fruits. Ask children to name some fruits. Some children will not respond; show a grapefruit and ask child to tell what it is.

2. Place apple, orange, grapefruit, banana, lemon, tomato, bunch of grapes on table in a row or in a pocket chart so they can easily be seen.

Give each child a mimeographed sheet of paper on which is drawn outline pictures of these fruits. Pass out boxes of crayons. Say:

We are going to color pictures of the fruit that we have been talking about. Look at the pictures of the fruit and then find the crayon that is the same color as the fruit. Then color the picture. Find the grapes on your paper. Now look at the grapes here on the table. What color are the grapes? Look at your crayons and find a purple crayon.

Color the grapes purple. When the children have finished coloring the grapes, say: Now look at your pictures and find the banana. Look on the table and see what color the banana is. Color your paper to look just like the real banana on the table.

Give these same directions for the apple, lemon, tomato, orange, and grapefruit.

B. Activity for Objective I.--C.: discrimination by feeling with the hands.

1. Place in a heavy shopping bag an apple, orange, banana, grapefruit, lemon, tomato, bunch of grapes. Blindfold child and let him reach in bag and take out one item. Tell him to feel of the thing that he has in his hand and tell you what it is. If he does not know right away what piece of fruit he has, ask him questions such as Is it round? Is it big or little? Do you think you can eat it? When the child pulls out the lemon, if he cannot tell you what it is say: The fruit that you have is sour. It is not sweet. It is sour. Take the blindfold off the child. If he could not tell what the fruit was by feeling, see if he can tell what it is after seeing the fruit.

C. Activity for Objective I.--F.: good health habits.

1. Read story, Health Can Be Fun by Munro Leaf.

2. Talk about the stickman pictures in the book

Talk about good health habits discussed in the book.

FOODS- MINI-UNIT XXIV

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the meaning of the following words:

cabbage	corn	sweet potatoes
green beans	carrot	white potatoes
peas	onion	garden
turnip greens	turnips	

B. To develop the meaning of the following categories:

food	fresh vegetables
vegetables	canned vegetables

C. To reinforce the fact that eating proper foods make children healthy.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A, B: developing meaning of words.

1. Show cabbage

2. What is this?

   What color is the cabbage?

   What do we do with the cabbage?

3. Present each of the following vegetables in the same manner, showing the vegetable to the children.

green beans	turnip greens
ear of corn	peas

The questions to be asked about each vegetable are:

What is this?

What color is the _____?

What do we do with the _____?

4. These foods are vegetables. Let me hear you say vegetables. Repeat three times with the children. Vegetables, vegetables, vegetables.

5. Where do we get vegetables? If the children do not know, say: We grow vegetables in a garden. We plant the seeds in the ground and they grow and make a vegetable garden. How many of you have a garden at home? Have you ever helped pick beans and peas in a garden?

6. Give green beans, peas, ear of corn to children. Let them shell the peas, shuck the corn, and snap the beans. Discuss what they are doing. Ask if anyone at their house ever does these things. Tell them they are helping at home when they do these things.

7. Present each of the following vegetables in the same manner, showing the vegetable to the child.

radish	sweet potato
carrot	white potato
onion	garden
turnips	

The questions to be asked about each vegetable are:

What is this?

What color is the _____?

What do we do with the _____?

8. These are vegetables, too. Let me hear you say vegetable again.

   Pause. Repeat three times with the children, vegetable, vegetable, vegetable.

9. Does anyone at your house ever dig potatoes to cook for dinner?

10. Does your mother ever can things from the garden?

11. Show jars of homecanned vegetables. Let the children examine and comment. Inquire as to whether or not they have ever helped with such things as picking vegetables for canning or washing jars for mother.

12. Show cans of commercially canned vegetables with picture of product on label.

    We can also buy canned vegetables in the store.

    What vegetable do you think is in this can?

    Regardless of response, say: We can read the picture. The picture tells us what is in the can. When you go to real school you will learn to read the words. Now, you can read by looking at the picture.

13. Read book, The Carrot Seed, by Ruth Krauss. Discuss the book with the children.

14. Let children plant bean seeds in milk cartons and watch them grow.

15. Tasting. Cut vegetables used in small pieces and let children taste or vegetables may be cut up and a salad served to children at lunch.

16. Point out fact that the vegetables we are eating are raw. They are also fresh vegetables. Fresh vegetables come right from the garden. They are not canned.

B. Activities for Objective I.--C.: healthy bodies.

1. Show picture of healthy, happy child and a picture of a skinny, unhealthy looking child.

2. Which child looks as if he feels real good?

3. Which one looks as if he could jump and run real fast?

4. Which one looks like he feels bad?

5. Do you think this one can jump and run real fast? Tell the children that fruits, vegetables, and milk make them healthy. They can run, play, work, and do better in school if they eat these things. Discuss.

FOODS - MINI-UNIT XXV

I. OBJECTIVES ARE FOR THE CHILD:

A. To have experience in cutting and pasting.

B. To name various types of vegetables in complete sentences.

C. To develop color discrimination and visual closure skills.

D. To develop auditory discrimination and auditory memory sequencing skills.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B.: developing word meaning.

1. Provide children with pictures of vegetables. Let them cut and paste the pictures in the class booklet along with the fruits. Be sure to point out one group of pictures is fruit and one group is vegetables.

2. Place corn, onion, radish, carrot, cabbage, and potato on table in a row so they can be easily seen. Let children name the items making a complete sentence.

B. Activities for ObjectiveI.--C.: visual discrimination and visual closure.

1. Give each child a mimeographed sheet of paper on which is drawn pictures of the vegetables in "follow the dot" form. Let children complete forms.

2. We are going to color pictures of the vegetables that you see on the table. Look at the vegetables, then choose the color you need, and color your picture.

3. Add the vegetable pictures ot the mural that was made on fruits by pasting vegetables on newsprint and extending the fruit mural. Write "fruit" and "vegetables" in appropriate place, telling children what these captions say.

C. Activities for Objective I.--D.: auditory discrimination and auditory memory sequencing.

1. Listen while I say some words and tell me if they are the same words or different words.

cabbage, corn

corn, carrot

peas, potatoes

peas, peas

garden, greens

garden, turnip

2. You say what I say:

corn, cabbage

corn, cabbage, carrot

peas, cabbage

peas, cabbage, potatoes

turnip, garden

turnip, garden, onion

onion, beans, carrot

onion, beans, carrot, corn

corn, cabbage, carrot, beans

FOODS - MINI-UNIT XXVI

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop understanding that we get food from animals.

B. To learn meaning of the following words and to use the words in sentences.

egg chicken cows

fish milk

C. To develop verbal and manual expression skills through imitating.

D. To develop visual discrimination and visual association.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B.: word meanings and concept that we get food from animals.

1. Hold up egg.

What is this?

What color is the egg?

What color is the egg inside?

Let's break the egg and see what it looks like inside.

Who would like to break the egg for us?

Let a volunteer crack egg on edge of bowl and put egg in bowl.

Who would like to show me on the color chart the color of the egg?

Let child point out both white and yellow on the color chart.

What do we do with the egg?

Does mother ever put eggs in water and put them on the stove to boil?

In what other way does she cook eggs?

Show a boiled egg and picture of fried egg. Cut the boiled egg

in two pieces.

Have you ever eaten eggs cooked like this?

Do we eat eggs raw, or do we cook eggs?

2. Ask:

Where does the egg come from?

Where do we get eggs?

Do you have chickens at home?

Do you gather the eggs for mother in the evening?

Where do the hens lay their eggs?

3. Show carton of eggs from the grocery store.

What do you think is in the carton?

Does mother ever buy eggs in the grocery store?

People who do not have chickens have to buy their eggs.

What do you give the man in the store when you buy something?

4. We get something from chickens besides eggs.

What else does the chicken give us besides eggs?

Do you ever eat chicken?

Does mother ever fry chicken?

Do you like chicken?

5. Pour glass of milk from carton.

What is this?

Who can show us on our color chart the color of the milk?

Who can tell me the color of the milk?

Where do we get the milk?

Do you have cows at home?

How many of you have cows?

Who milks the cows at your house?

Ask a child who did not have a cow:

Where do you get your milk? Point out that if families do not have cows, they have to buy their milk at the store.

What do we have to give the man in the store when we buy milk?

B. Activities for Objective I.--C.

1. What does the cow say?

Does she talk like we talk?

Let's all say what the cow says.

What do we call the cow's babies?

What is your cow's name?

Do you have any baby calves at your house?

2. What does the chicken say?

Do you have any baby chickens at your house?

What do the baby chickens say?

3. Let's all say "moo" like the cow.

Let's all say "cluck, cluck" like the chicken.

Let's all say "peep-peep" like the baby chicken.

How does the old mother hen flap her wings?

C. Activity for Objective I.--D.: visual discrimination; visual association.

1. Matching animals and their babies.

Show pictures of mother cow and baby calf; mother and baby chicks; mother duck and baby ducks. Have dhildren identify each animal, then mix the pictures and ask various ones to come to the front of the room and match the pictures. Say:

Put the mother with her own baby.

WEATHER - MINI-UNIT XXVII

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop understanding of keeping a weather calendar.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objective I.--A.: weather calendar.

1. Make a large colorful calendar and have it posted. Directions appear in this manuscript following weather units.

2. Talk with children about the kind of weather we have today.

3. Talk about rainy day, warm days, cold days, and snowy days. Explain that the class is going to keep a weather calendar. Each day, one child will place a picture on the calendar to show the kind of weather we are having.

4. Question children about today's weather.

5. Ask one child to place the picture on the calendar that shows today's weather.

6. Let two children dress dolls according to weather.

7. Ask questions about clothes as to color, long sleeves, short sleeves, etc.

WEATHER - MINI-UNIT XXVIII

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop the understanding that there are different kinds of weather.

B. To learn the meaning of the following words:

hot	warm	inside	down	swim
cold	cool	outside	wind	shade
rain	splash	up	windy	

C. To develop auditory reception skills.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B.: developing word meaning and weather concepts.

1. Read story, All Kinds of Days by Evelyn Belmont Hastings. Through discussion develop meaning of words listed above.

2. Use pictures to illustrate following kinds of days: hot, cold, warm, cool, windy, rainy, snowy. Hold up pictures one at a time and ask children to tell what kind of day the picture shows.

3. Use chalkboard to build concept of "splash." Draw rain falling in a puddle of water so the rain will "splash." Let child drop rock in small pan of water to illustrate the "splash" of the water.

4. Ask the following questions. Show pictures again to encourage responses, if necessary.

What can you do for fun on a hot day?

What can you do for fun on a cold day?

Who can show me how you feel on a hot day? (Wipe sweat.)

Who can show me how you feel on a cold day? (Shiver.)

(Display umbrella, coat, gloves.)

Who can show me something we need on a rainy day? (Pause.)

What is it? (Pause.)

Show me how it works. (Pause.)

What did you do to the umbrella? (Opened it.)

Can you close the umbrella?

Who can show me something we wear on a cold day?

What is it?

(Display an electric iron, an old-fashioned iron, a piece of ice.)

Who can show me something that gets hot?

What is it? (Discuss way both irons get hot.)

Plug in electric iron. Let children feel of warm iron and feel heat from iron as it gets hot.

Who can show me something cold? (Pause.)

What is it?

In the story we read, what did the children play with on a windy day? (If necessary, show picture of kite flying in the sky.)

We play inside when it is cold; we play outside when it is hot. _____, go outside the building.

Give time to go outside. Let this child walk around to the windows so that the other children can see that he is outside the building.

Say to children in the classroom, Where is _____?

Say to child outside of the building, _____, come inside the building. (Give time for child to reenter the classroom.)

Say to the children, Now where is _____?

_____, go outside the room. (Pause.)

Where is _____?

(Produce box.) _____, put this book in the box. (Pause.)

_____, put this pencil in the box. (Pause.) Where is the book?

_____, take the book out of the box. (Pause.)

Now, is the book in the box? (Pause.) No, the book is not in the box. The book is out of the box.

_____, take the pencil out of the box. (Pause.)

Where is the pencil?

5. Art. Give each child a sheet of manila drawing paper and a box of coloring crayons. Ask children to draw a picture of the sun in the sky, grass on the ground, a tree with children playing under the tree.

   Teacher tape a piece of art paper to chalkboard and show children how to draw picture. Work slowly and walk around to assist each child. Explain that this picture shows a hot day with children playing in the shade of the tree. Discuss various types of play.

   Ask children to come to the front of room and tell what the children in their pictures are playing.

B. Activities for Objective I.--C.: auditory reception.

1. (Produce old bicycle and automobile tires.) Ask children to jump in the tires and to jump out saying "jump in, jump out" each time they participate in this activity.

2. Give the following directions to various children:

   Walk to the back of the room.

   Walk to the front of the room.

   Put the book in the box.

   Put the pencil in the box.

   Put the umbrella in the box.

   Run to the front of the room.

   Run to the back of the room.

   Jump in the tire, then jump out of the tire.

   Take the umbrella out of the box.

   Bring me something cold. (Ice.)

Bring me something that will get hot.

Tell me how this iron gets hot. (Electric iron.)

Tell me how this iron gets hot. (Old-fashioned iron.)

Take the pencil out of the box and put it on the book table.

Take the book out of the box and put it on the chair by the door.

Go outside the room; then come back inside the room.

Everybody stand up.

Everybody sit down.

WEATHER - MINI-UNIT XXIX

I. OBJECTIVES ARE FOR THE CHILD:

A. To develop understanding of the following words:

snow	pocket	summer	slide
snowball	wet	sad	winter
mountain	dry	happy	
here	there	where	

B. To extend understanding of cold weather and hot weather.

II. DEVELOPMENTAL ACTIVITIES.

A. Activities for Objectives I.--A., B.: developing word meaning.

1. Read story, The Snowy Day by Egra Jack Keats.

2. Through discussion, develop meaning of words listed above.

3. Use pictures to illustrate cold weather and hot weather. Discuss kinds of clothes we wear in hot and cold weather.

4. Ask the following questions?

What kind of weather did we read about in the story?

Have you ever played in the snow?

Did you make a snowball?

_____, show us how you would make a snowball.

Did you ever make a snowman?

Can you bring a snowman in the house and keep it there?

What happens to the snowman when the sun comes out?

Where did the boy in the story put his snowball?

What happened to the snowball?

How did the boy feel?

How do we look when we're happy? Show me how we look when

we're happy.

How do we look when we're sad? Show me how we look when we're sad.

5. _____, put this ice in this pan. (Pause.)

What will happen to the ice? (In about 15 minutes, call attention to the ice melting.)

If we put ice in the pocket of this apron, what will happen to the apron when the ice melts?

_____, put the ice in the apron pocket. After we sing for a few minutes we will see what has happened to the ice.

6. Show pictures of trees during spring, summer, autumn, and winter. Talk about how the trees look different.

Ask which picture shows how the trees look now.

7. Art. Give each child manila paper and crayons.

Tell the children to look out the window and draw a picture of how the trees look.

WEATHER - MINI-UNIT XXX

I. OBJECTIVES ARE FOR THE CHILD:

A. To reinforce his understanding of different kinds of weather.

B. To learn meaning of wind and clouds.

C. To develop skill in pantomime.

D. To develop auditory discrimination and auditory memory sequencing.

II. DEVELOPMENTAL ACTIVITIES

A. Activities for Objectives I.--A., B.: concepts of different kinds of weather; word meaning.

1. How we dress. Display clothes appropriate for boys and girls to wear in winter. Talk about the kind of clothing worn in different kinds of weather. Refer to clothes on weather calendar.

   Let children draw pictures of themselves dressed to play in the snow.

2. Wind.

   Can you see the wind?

   How can you tell the wind is blowing?

   Can you feel the wind?

   Let the children fan themselves to fell the air moving. If the wind is blowing outside, show the children that the air is moving dust or leaves on trees.

3. Clouds.

   Look at clouds in the sky. Talk about how they look and how they move.

   Tell the children rain comes from clouds.

4. Read from All Ready for Winter by Leone Adelson and discuss with children.

5. Nature walk. Observe that most trees lose their leaves in autumn and winter, but some are evergreens. Collect small evergreen branches and bare branches to bring back to classroom.

B. Activities for Objective I.--C.: pantomime.

1. How you feel on a cold day.
2. How you feel on a hot day.
3. How you get ready to go outside on a rainy day.
4. How you feel on a cold night when you get in a warm bed.
5. How you feel walking in the snow.

C. Activity for Objective I.--D.: auditory discrimination and auditory memory sequencing.

1. Have the children say the following words after the teacher says them first:

hot	splash	up
cold	warm	down
rain	inside	wind
cool	outside	swim
shade		

2. You say what I say:

hot, cold	inside, outside
hot, cold, warm	inside, outside, shade
	rain, wind, swim.

WEATHER CALENDAR

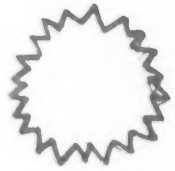
DIRECTIONS FOR PREPARING CALENDAR:

Segments of the unit on weather are a part of the daily schedule. Prepare weather calendar as follows and use it all year.

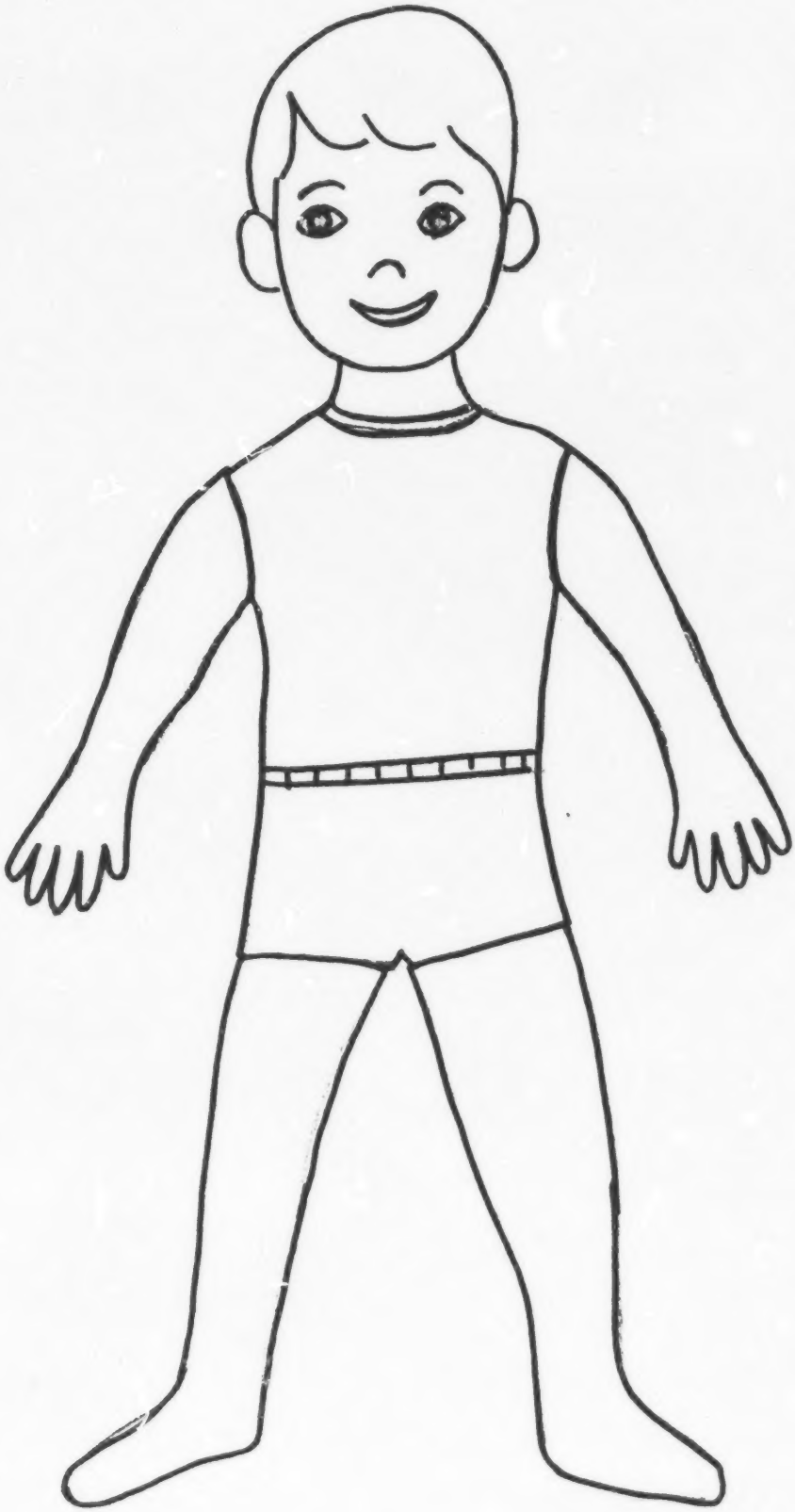
On a portion of bulletin board, set aside space for a permanent weather calendar. At the top of space allotted, place a piece of rectangular pasteboard divided into seven equal parts, each part representing a day of the week. Make several of each of the following weather symbols: sun, cloud, snow, rain. Each day the symbol corresponding to the weather is posted. Leave symbols posted all of the week. Below this calendar, post a boy paper doll and a girl paper doll made from poster board. Color these with magic markers or poster paints. Make paper clothes for each appropriate for rainy day, warm day, cold day. Thumbtack these around the dolls. Let the children dress the dolls each morning according to weather that day. A boy can dress the boy doll, and a girl can dress the girl doll.

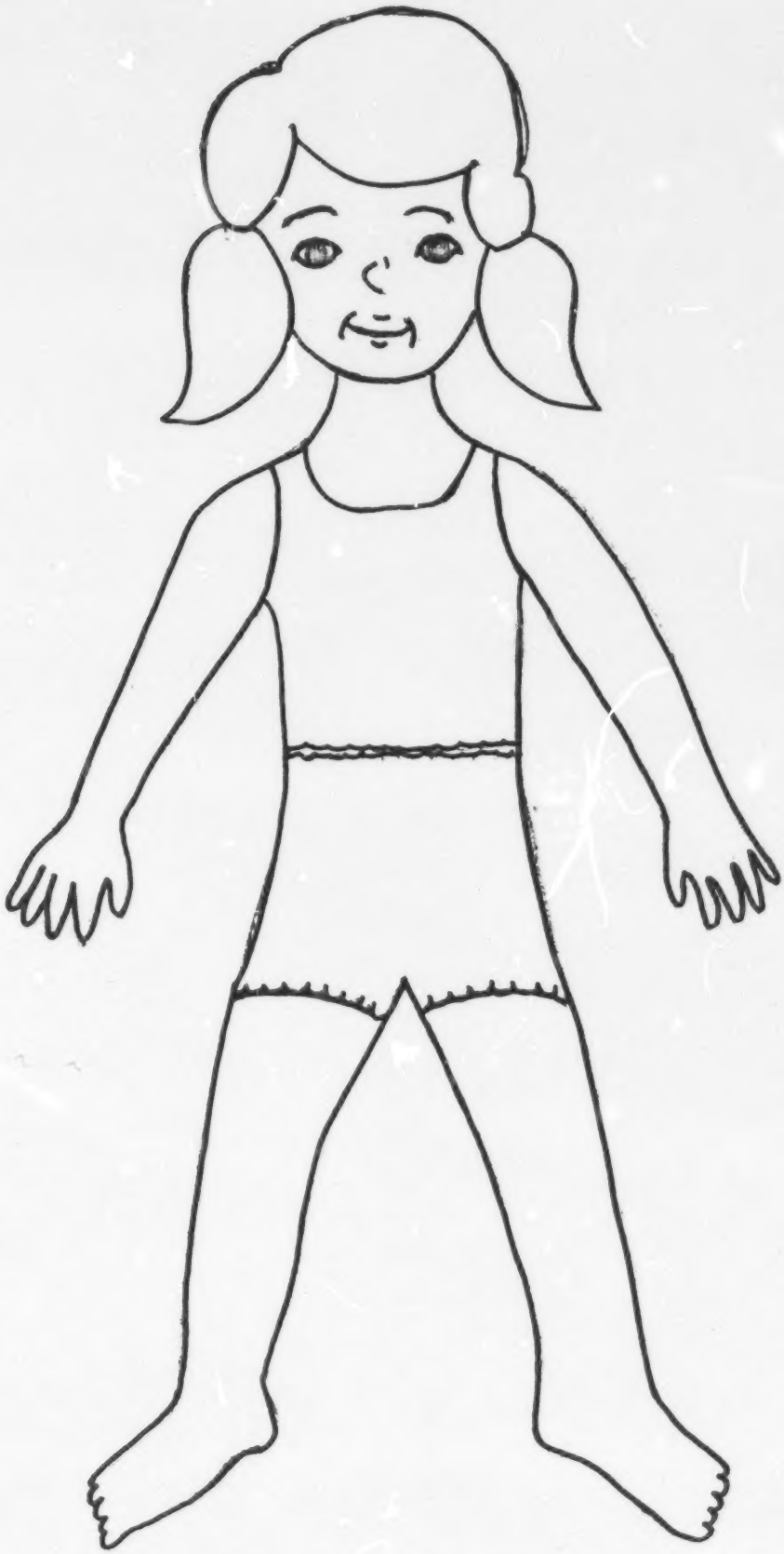
Use language technique described in the Preface of this manuscript. Question a child about the weather and elicit complete sentence response. Then have the entire group repeat the response. Many questions can be posed concerning the weather outside, choice of weather symbol, choice of clothes, description of clothes. Children look forward to the calendar each morning, and it is a good colorful motivator for the day!

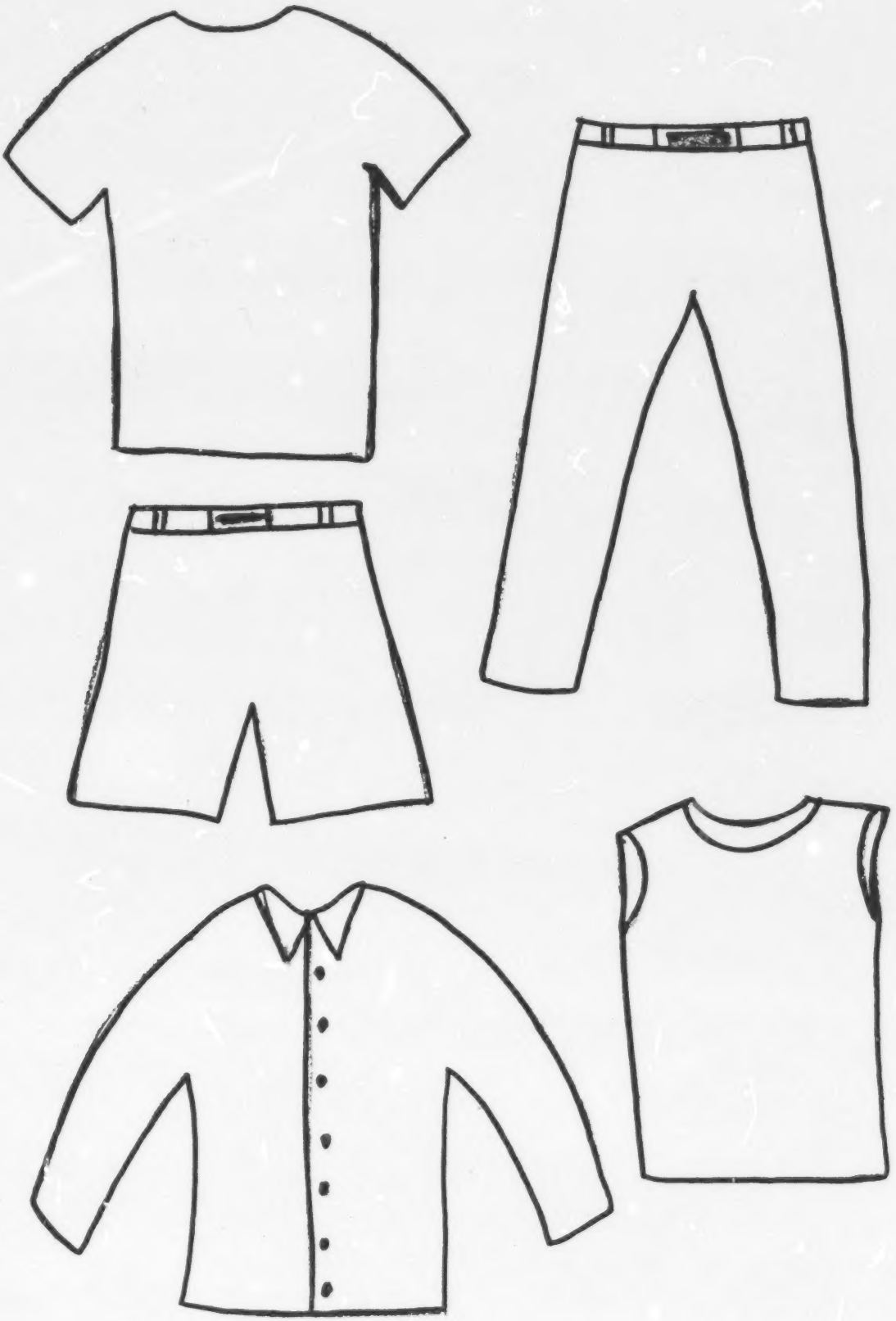
Sketches to assist the teacher in preparing the calendar appear at the end of the weather unit. These may be enlarge by use of an opaque projector and used as a model for making the calendar.

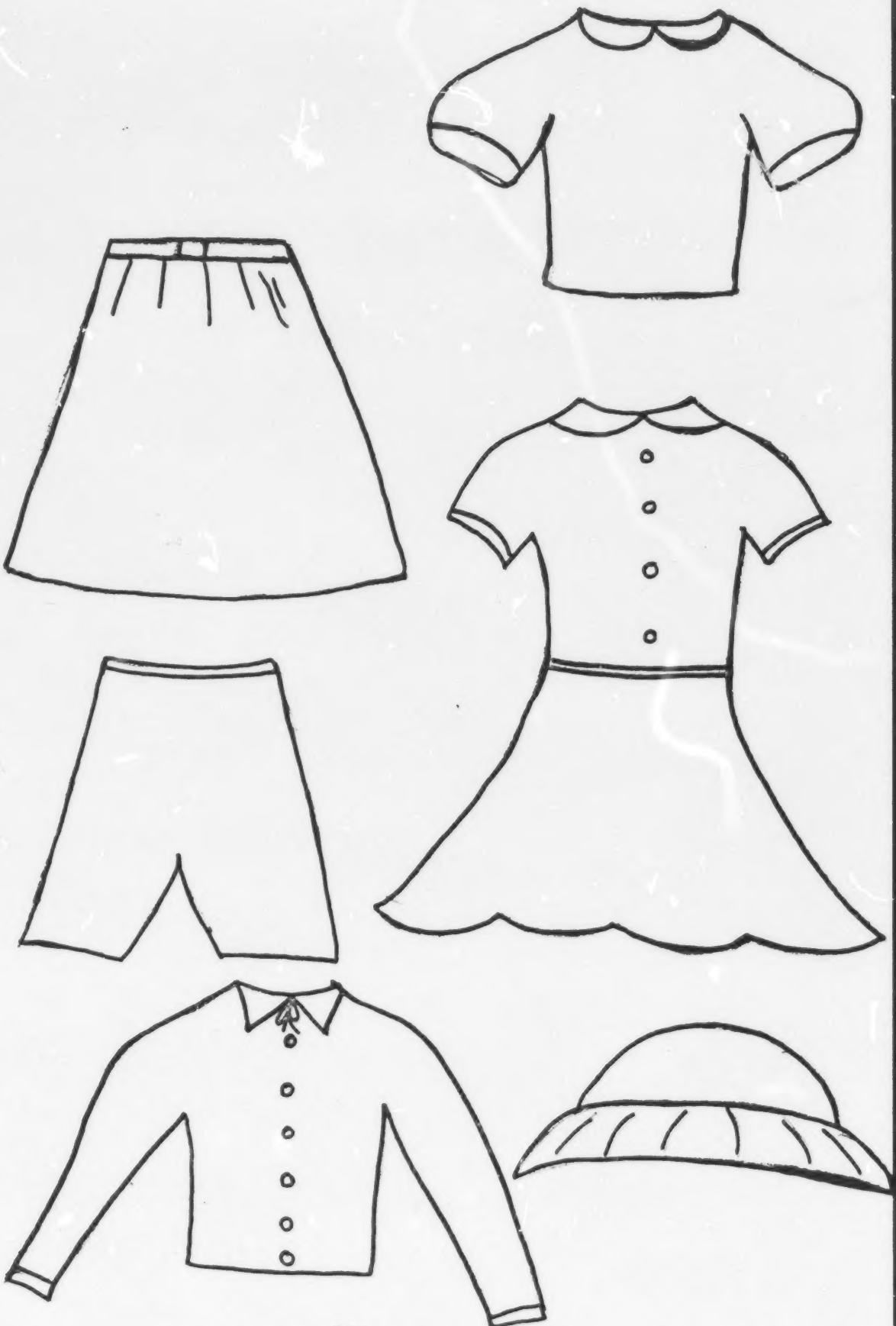


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday









LANGUAGE DEVELOPMENT ACTIVITIES BASED ON

PSYCHOLINGUISTIC AREAS DELINEDATED BY

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

These activities are designed to reinforce language skills of preschool and early education period children in the following areas as delineated by the Illinois Test of Psycholinguistic abilities.

I. Reception (recognizing and/or understanding what is seen or heard)

   A. Auditory reception
   B. Visual reception

II. Association (relating, organizing, manipulating visual or auditory stimuli in a meaningful way)

   A. Auditory - vocal association
   B. Visual motor association

III. Expressing ideas (using verbal or manual symbols to transmit an idea)

   A. Verbal expression

IV. Closure (integrating discrete units into a whole)

   A. Grammatic closure
   B. Visual closure

V. Memory (short-term sequential memory)

   A. Auditory - sequential
   B. Visual - sequential

ACTIVITIES

I. Receptio

   A. Auditory reception

      1. Simon Says - Go slow but speed up for higher levels.

      2. Use a tape recorder to tell the child things to do like hop, skip, run.

3. Give simple directions for children to follow.

4. Point to part of the body named by teacher.

5. Teacher whispers a command to child (xnap your fingers. The child delivers the message in a whisper to another child who carries out the command. (Can be raised to higher level.)

6. Tell animal story as Chicken Little. When child hears the animal you told him to listen for, he makes the noise of the animal.

7. Tell a word for group to listen for. When they hear the word in the story, children clap hands.

B. Visual Reception

1. Sing any songs with motion like "I am Little Tea Pot," let the children do the motions.

2. Use a mirror and let the child point out the parts of his body.

3. Copy bead designs from model.

4. Copy blocks designs from model.

5. Copy bead design from design on a card.

6. Copy blocks design from design on a card.

7. Copy design with peg board, teacher modeling; later make peg board design from design on card.

8. Matching identical pictures.

9. Lotto games.

10. Picture domininoes (can be raised to a higher level.)

11. Put pictures in a sequence to tell a story.

12. Have pictures of different items like doors or windows and let the children tell if they are open or shut.

II. Association

A. Auditory vocal association

1. Gather items like a cup and a glass and ask how they are alike or different.

2. Say a word and ask child to tell you a word that would go with it like chicken-egg, dog-cat, comb-brush.

3. Ask the child to name things that are made out of glass, cloth, wood, etc.

4. Stimulus sounds - Put different sounds on a tape recorder and let the child identify them.

5. Ask the child to tell you all the different things that you would wear on your feet or you would take fishing, etc.

6. Tell the child several different things about an animal and see if he can name the animal.

7. Name some words and let the child tell which one does not belong like dog, cat, horse, table, cow.

8. Let the child name things or animals that move fast, move slowly, or fly.

B. Visual Motor Association

1. Have two sets of pictures of flowers. Let the child match the pictures.

2. Let the child pair pictures like shoes-socks, comb-brush, etc.

3. Have different shapes cut from construction paper. Cut two of each and let the child match the shapes.

4. Cut clothing from a magazine or catalogue. Let them separate girls' clothing from boys' clothing.

5. Give the child some pictures and let him separate the things that make noise from the things that don't; or the things you can turn on and off from the things you can't (or similar activities).

6. Give the child some pictures of a man and a woman. Let him put the things that go with the man in one pile and the things that go with a woman in another pile. For instance, man-lawn mower, pipe, tractor; woman-broom, hair rollers, mop.

7. Give the child a box of canned goods (empty cans). Let him separate them into the things that are alike and different, like 3 cans of peas, 2 cans of corn.

8. Have pictures of men and women dressed for their occupation. Have pictures of their work. Let them match the pictures.

9. Name a season and let them name the things that go with it like winter-mittens, coat snow; summer-swimsuit, sun-picnic.

III. Expressing ideas

A. Verbal expression

1. Encourage the child to say or verbalize their wants and not point.

2. Show and tell time.

3. Let the child walk around school yard and tell about things seen.

4. Make a box television and let children tell a story about the pictures they see on the T.V.

5. Child answers questions posed by teacher. Questions can be in terms of topics or concepts under study.

6. Let children feel different objects such as sandpaper, felt, cotton, seeds, and satin and describe them.

7. Have children taste things such as sugar or lemon and describe the taste.

8. Let the child describe an object or picture in detail.

9. Use a view master and let the child tell what he sees.

10. Let children complete story that you start.

B. Manual expression

1. Let children act out household duties such as making bed, brushing teeth.

2. Let children act out dusting erasers, sharpening pencils, other school activities.

3. Make an object from their blocks such as a house.

4. A charade of animals is good for this age.

5. Children can use finger puppets and give presentations of well-known stories.

6. Sing action songs as "I'm a Little Teapot," "The Farmer in the Dell," and others could be used to let the children perform action.

7. Finger plays.

8. Act out playing rhythm band instruments.

IV. Closure

A. Grammatic

1. Let them use the flannel board to learn the use of plural forms such as ball-bat; balls-bats.

2. Complete such sentences as: Here is one ball; here are two _____.

3. Teacher begins a line of a favorite song as, "I'm a Little _____." Child completes the line.

4. Place objects according to body parts, such as "The bracelet belongs on the ___?"

5. Show action pictures. Begin a sentence related to picture and let child complete. (Ex.) The boy is _____.

6. Use completion items to demonstrate and learn to use singular subject and verb and plural subject and verb as: The boy is running; the boys ___ _____ (are running).

7. Show related pictures as child getting out of bed and child already out of bed standing on floor. Say, This child is getting out of bed. This child has already _____ ___ ___. (gotten out of bed.)

8. Use position in space examples. Show picture or concretely show ball on table and under table. Say, This ball is on the table. This ball is _____ ___ _____. (under the table.)

B. Visual Closure

1. What part is missing - draw a picture of face. Leave out the nose and have the children fill in what is missing.

2. Dot pictures--follow the dots.

3. Matching pictures. Example: circus animals, each in 3 parts, head, body, feet.

4. Sewing cards - sew from dot to dot. This can be adapted to maturity of group.

5. Fold paper, drop some paint in the fold, open it and pick something out of the design that was formed. "I see a _____ in my picture."

6. Finger painting.

7. Show pictures of parts of an animal. Have children tell you what animal it belongs to. Example: an elephant trunk.

8. Stick pictures - start several shapes or pictures and have the children complete these.

9. Hidden pictures.

10. Filling in forms on peg board.

V. Memory (Sequential)

A. Auditory-Sequential Memory

1. Drop things in can. Example: marbles. Let another child who is not looking drop the amount of marbles he heard fall.

2. Giving sequence of oral direction. Begin with one, then two, then three. Child should follow the directions in sequence.

3. Teaching finger plays. Let the child repeat the line after the teacher.

4. Repeating names of objects. Examples: animals, toys, groceries.

5. Repeat rhythm patterns using rhythm instruments.

6. Number sequencing. Example: Telephone numbers. Teacher is operator. She gives him the number of his friend. He repeats the series. If it is correct, he gets his friend. If wrong, she tells him "Wrong number," and gives him the number to repeat again.

7. Make sounds of three or four animals. Let children repeat in sequence.

8. Grocery shopping. (Begin with a small number of children and work up to a larger number.) First child, " I'm going to the grocery store. I will buy milk for my family." Second child says the same and adds one more item. Each child repeats the previous list and adds a new item.

9. The same type of game can be used for many categories. Examples: zoo, on our field trip, going to the cafeteria.

B. Visual Sequential Memory

1. Reproduce very simple patterns by stringing colored beads or

reproducing block designs. Show pattern;then take it away.

2. Paper chains. Use precut strips and very simple patterns. Let child see, then use that pattern to make a chain.

3. Have the children reproduce from memory geometric designs made with popsickle sticks.

4. An activity before they learn to read - using cut-out letters. Paste them in the position where they spell out the child's name. Let child see. Then give him the same letters and have him place them so they spell his name.

5. Reproduce a pattern on flannel boards.

6. "Follow the Leader." All movements must be repeated each time a new movement is introduced. The original order must be kept.

7. "Touch" - point to someone. They run across the room and touch something. He sits down, teacher points to someone else. He goes and touches the same thing the first child touched and then something else. The game continues with more children.

Evaluation

Evaluation is made in terms of the objectives of the units through observation of teacher and aide. The evaluation form appearing on the following page is used for recording language behaviors pertinent to the areas listed. If a child is weak in a particular area, he is given individual instruction in this area. Remedial activities for the various psycholinguistic areas appear on pages preceding section on evaluation.

LANGUAGE DEVELOPMENT EVALUATION

Name_____ C.A._____ Class_____ Teacher_____

VOACBULARY	RECEPTION		ASSOCIATION		CLOSURE		MEMORY		EXPRESSING IDEAS	
Mini-Unit Title	Auditory	Visual	Auditory-Vocal	Visual Motor	Grammatic	Visual	Auditory	Visual	Manual	Uses Complete Sentences